الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية — الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي — دورة: 2016

الشعبة: لغات أجنبية

اختبار في مادة: اللغة الإنجليزية — المدة: 03 سا و30 د

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part One: Reading. (14 pts)

A/ Comprehension and Interpretation. (07 pts)

Read the text carefully and do the activities.

Corruption has been defined in many different ways, each lacking in some aspect. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruption at conferences and meetings. However, like an elephant, even though it might be difficult to describe, it is generally not difficult to recognise when observed. In most cases, though not **all**, different observers would agree on whether a particular behaviour connotes corruption. Unfortunately, the behaviour is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the abuse of public power for private benefit. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, **this phenomenon** clearly exists, as for example, in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in the payment of bribes. For example, a public employee who claims to be sick but goes on vacation is abusing **his** public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be disguised as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple.

Adapted from "Corruption Around the World" by Vito Tanzi, May 1998

1. **Choose the general idea of the text.**
   - **a.** The effects of corruption.
   - **b.** The different significations of corruption.
   - **c.** The causes of corruption.

2. **Are these statements true or false? Write T or F next to the letter corresponding to the statement.**
   - **a.** The notion of corruption is still unclear.
   - **b.** Observers would agree on whether a particular behaviour connotes corruption.
   - **c.** Corruption benefits private interest only.
   - **d.** Acts of corruption always lead to bribe payment.

3. **In which paragraph is it mentioned that** corruption is not limited to bribe taking?

4. **Answer the following questions according to the text.**
   a. What is corruption compared to? Why?
   b. Can a person be corrupted without getting something in return? Justify.
   c. What does reciprocity in corruption imply?

5. **Who or what do the underlined words refer to in the text?**
   a. all (§1) **b.** this phenomenon (§2) **c.** his (§3)

B/ Text Exploration. **(07 pts)**

1. **Find in the text words that are closest in meaning to the following:**
   a. attitude (§1) =….. **b.** pretends (§3)=….. **c.** differentiate (§4)=…..

2. **Complete the chart below as shown in the example.**

	noun	verb	adjective
Example:	**corruption**	**corrupt**	**corrupt**
	....	engage	....
	....	....	different

3. **Connect each pair of sentences with only <u>three</u> link words from the list below. Make changes where necessary.**

   provided that - unlike - so … that - in order that

   a. Corruption is widespread. Many associations launched an international campaign to eradicate the phenomenon.
   b. Businessmen will pay their taxes honestly. The economy will prosper.
   c. A bribe is an act of corruption. A gift is not an act of corruption.

4. **Classify the following words according to the pronunciation of their final 's'.**

   instances – parties – proceeds – exists

/s/	/z/	/iz/

5. **Fill in the gaps with only <u>four</u> words from the list below:**

   unfair – teaching – determines – corrupt – relationships – ethical

   Ethics is a set of moral values. It **....(1)....** what is right and what is wrong. It touches all professions: **....(2)....** , journalism, business, medicine etc... It establishes **....(3)....** codes of behaviour for each one of them. These values are essential for better **....(4)....** within society.

Part two: Written Expression. (06 pts)

Choose <u>One</u> of the following topics:

Topic One:

Some people generally relate corruption only to bribery, but this is a mistaken belief.
Write a composition of about 120 to 150 words showing other forms of corruption in which ordinary citizens may be involved.
The following notes may help you:

- being late for work
- bureaucratic abuse
- copyright thefts
- buying goods of suspected origins
- nepotism
- embezzlement

Topic two:

Civilizations are inter-related. They enrich one another in different aspects of life.
Write a composition of about 120 to 150 words developing this idea and illustrating it with examples.

انتهى الموضوع الأول

الموضوع الثاني

Part one: Reading (14 pts)

A/ Comprehension and Interpretation. (07 pts)

Read the text carefully and do the activities.

The migrations of the Saxon and Angle tribes, known as the Germanic people, were most important to the story of the development of the English language. For several centuries, beginning with the third century AD, these large tribal groups migrated out from central and northern Europe into other European parts and the Mediterranean world.

People of the Saxon tribe wandered from the central European homeland in numerous waves, including a series of migrations across the English Channel to the British Isles. These resettlements took place around the fourth and fifth centuries and coincided with migrations of Angle people to **the same region**.

When the Saxons and Angles arrived, they encountered Celtic people who had inhabited the islands for many centuries. Eventually, the culture of the Saxons and the Angles replaced the Celtic languages in the south-eastern regions, and thus emerged a new language, Anglo-Saxon, also known as Old English. **This language** and culture dominated all aspects of life in the region and evolved as its own culture, independent of the Germanic cultures in Europe, although considerable contact continued. Over the next thousand years, many great influences and changes came to the Anglo-Saxon language and culture, particularly by Danish Vikings and then by Normans, invaders from **the continent**, in 1066.

By the fourteenth century, English had become a language that was truly a mixture of different Indo-European languages: Celtic, Angle, Saxon, Danish, and Norman French. Because English was a melting pot of many different languages, **it** still has one of the largest vocabularies of any language in the world.

Adapted from The Ancient World History Workbook (Volume one)

1- Write the letter which corresponds to the right answer.

A- Germanic tribes moved to ...

a) northern Europe **b**) central Europe **c**) various European regions

B- The native inhabitants of the British Isles were ...

a) the Saxons **b**) the Celts **c**) the Angles

C- Old English is a mixture of .... languages.

a) Celtic and Saxon **b**) Celtic and Angle **c)** Saxon and Angle

2- Fill in the following table with information from the text.

	from	to	Time of resettlement	mixed with
The Angles and the Saxons migrated...				

3- Answer the following questions according to the text.

a. Which European people migrated to the British Isles?

b. Did the Anglo-Saxon tribes lose contact with other Germanic ones?

c. What has made English one of the richest languages in the world?

4- Give a title to the text.

5- Who or what do the underlined words refer to in the text?

a. the same region (§2) **b**. this language (§3) **c**. the continent (§3) **d**. it (§4)

B/ Text Exploration **(07 pts)**

1- Find in the text words that are closest in meaning to the following:

a. wide (§1) =….. **b**. appeared (§3) =….. **c**. developed (§3) =….. **d**. really (§4) =…..

2- Divide the following words into roots and affixes.

resettlement - migration - independent

prefix	root	suffix

3- Rewrite sentence 'b' so that it means the same as sentence 'a'.

1. **a.** The English language and culture dominated all aspects of life in the region.
   b. All aspects of life ……………………………………………..
2. **a.** Historians declared, "Many great changes influenced the Anglo-Saxon language."
   b. Historians declared that ……………………………………………………………………..
3. **a.** The British came from different origins, but they succeeded to build a flourishing society.
   b. In spite of ……………………………………………………………………………………….

4- Classify the words below according to their stressed syllable.

immigration - civilize - culture - Germanic

1st syllable	2nd syllable	3rd syllable

5- Re-order the following statements to make a coherent passage:

a- they implemented French Norman as the language of administration.
b- but eventually its influence and use entered everyday speech.
c- The new language thus entered English first as a language of foreign rule,
d- After the Normans had conquered Anglo-Saxon territory,

Part Two: Written Expression (06 pts)

Choose ONE of the following topics:

Topic one:

Languages and cultures become richer when they encounter others. Using the following notes, write a composition of 120 to 150 words about the factors that contributed to the enrichment of culture in Algeria.

- strategic geographic situation
- contact with a variety of civilizations
- tolerance towards other cultures
- the genius of its people
- abundance of its resources

Topic two:

Recently, the world of sport has been shaken by a violent corruption scandal. Members of the Federation of International Football Association (FIFA) were accused of bribery and other unethical practices. Write a composition of about 120 to 150 words about some of the wrongdoings that give a bad reputation to the practice of sports. Illustrate your production with concrete examples.

انتهى الموضوع الثاني

الإجابة النموذجية لموضوع امتحان البكالوريا دورة: **2016**

اختبار مادة: اللغة الإنجليزية الشعبة: لغات أجنبية المدة: **03** سا و**30**د

العلامة		
مجموع	مجزأة	**Sujet 1 : Corruption has been defined …** عناصر الإجابة
14 pts		**Part One: Reading.**
7 pts		**A. Comprehension:**
0.5 pt	0.5	**1. b**.
2 pts	(0.5x4)	**2. a**-T **b**-T **c**-F d-F
0.5 pt	0.5	**3.** § **3**
2.5 pts	1	**4. a-** It is compared to an elephant because it is difficult to describe but easy to recognise when observed.
	1	**b-** Yes he/she can: "A public employee who claims to be sick but goes on vacation is abusing his public position for personal use".
	0.5	**c-** It implies a bribe./ It results in the payment of bribes. / exchange of interest/ arrangement/ favours ...
1.5 pt	0.5x3	**5. a-** cases **b-** corruption **c-** a public employee
7 pts		**B. Text Exploration**:
0.75pt	0.25x3	**1. a.** behaviour **b.** claims **c.** distinguish
1pt	(0.25x4)	**2.** (see table below)
2.25 pts	0.75x3	**3.** (see below)
1 pts	(0.25x4)	**4.** (see table below)
2 pts	(0.5x4)	**5. 1**. determines **2**. teaching **3**. ethical **4**. relationships
6 pts		**Part Two: Written Expression.**

2.

noun	**verb**	**adjective**
engage**ment**	/	engag**ing** / engag**ed**
differ**ence** / differen**tiation**	differ / differ**entiate**	/

3.

a. Corruption is **so** widespread **that** it should be everybody's concern.

b. The economy will prosper **provided that** businessmen **pay** their taxes.

c. -**Unlike** a bribe **which** / **that** is an act of corruption, a gift is not.

or- **Unlike** a bribe, a gift is not an act of corruption .

or- **Unlike** a gift **which** / **that** is not an act of corruption , a bribe is.

or- **Unlike** a gift, a bribe is an act of corruption .

4.

/s/	**/z/**	**/ɪz/**
exists	parties - proceeds	instances

Part Two: Written Expression.

Topic 1:

Form: 3.5 pts

Content : 2.5 pts

Topic 2:

Form : 03pts

Content : 03pts

العلامة		
مجموع	مجزأة	Sujet 2 : The migration of the Saxon … عناصر الإجابة

PART ONE: Reading

14 pts

A. Comprehension

07 pts

1.5 pt (0.5x3)

1- A. **c** B. **b** C. **c**

1 pt (0.25x4)

2-

From	to	time	mixed with
Central Europe	The British Isles	the fourth and fifth centuries	Celtic people

2.5 pts (1 / 0.5 / 1)

3-

a. The Saxons and Angles.
b. No, they didn't. / No.
c. - Its mixture with different Indo-European languages.
- was a melting pot of many different languages.
- contact with other people.

01 pt (01)

4- Title: The story/ history of English/ The origins of English/ The development of English. (accept any suitable title.)

01pt (0.25x4)

5 **a**. the British Isles **b**. Anglo-Saxon / Old English
c. Europe **d**. English

B. Text Exploration

07 pts

01 pt (0.25x4)

1- **a**. large **b**. emerged **c**. evolved **d**. truly

01.5 (0.5x3)

2-

Prefix	Root	Suffix
re	settle	ment
/	migrate	ion
in	depend	ent

1.5 pts (0.5x3)

3- 1.b All aspects of life **were** dominat**ed** in the region (by the English language and culture).

2.b Historians declared that many great changes **influenced / had influenced**...

3.b **In spite of coming/having come** from different origins, the British succeeded to build a flourishing society.

Or: **In spite of** their different origins, the British succeeded to build a flourishing society.

Or: **In spite of the fact that** the British came from different origins, they succeeded to build a flourishing society.

1 pt (0.25x4)

4-

1st syllable	2nd syllable	3rd syllable
culture - civilize	Germanic	immigration

02 pts (0.5x4)

5- 1. **d** 2. **a** 3. **c** 4. **b** (0.5 for the topic sentence)

PART TWO: Written Expression

06 pts

Topic one: Form: 03.5 pts Content: 02.5 pts
Topic two: Form: 03 pts Content: 03 pt